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## ***School of Graduate Studies and Continuing Education***

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**8 December 2011**

**To:** John Stone, Dean, School of Graduate Studies and Continuing Education

**From:** Seth Meisel, chair (SGSCE), Ron Buchholz (Career and Leadership Development), John Chenowyth (COBE), Ellyn Dickmann (COEPS), Denise Ehlen (ORSP), Teresa Faris (A&C), Jodie Parys (L&S).

**Re:** Recommendations of the Community/Regional Engagement Center Task Force

**c.** Bev Kopper, Provost and Vice Chancellor for Academic Affairs

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### I. Overview of Community/Regional Engagement Center Task Force.

Late spring 2011, Dean John Stone convoked a task force to explore the need, feasibility and structure for a possible “Center for Community Engagement” that would serve as an enabling body to increase UW-Whitewater’s partnerships with community and regional agencies and businesses.

This initiative was in partial response to the conclusion of the HLC accreditation report (2006) that UW-W’s “...decentralized stakeholder-centered approach...hampers the institution's ability to evaluate and expand upon its effectiveness in service and engagement, especially with regard to student learning.” The task force was therefore charged with examining the campus’s current community engagement practices and how best to track and evaluate their impact. It also considered regional engagement goals in light of campus initiatives such as LEAP essential learning outcomes, the commitment to expand student engagement in high impact learning practices, and a possible application for the Carnegie Foundation’s “Community Engagement Classification.”

The task force met during the summer with representatives from each college, ORSP, Student Affairs and one community representative, James Stewart, who participated in several of our early meetings. Discussions regarding our recommendations continued on-line during the fall 2011 semester.

### II. Executive Summary of Task Force Recommendations

The Task Force recommends establishing a new Program for Community-Based Learning and a standing Committee on Community and Regional Engagement.

The mission of the Program for Community-Based Learning will be to connect campus academic programs with the region and community through service learning and community based research projects. The program will foster the infusion of service learning courses across campus by offering professional development support for faculty and academic departments seeking to integrate community-based learning into their curriculum. It will also provide leadership for sustained community partnerships by

brokering relationships between regional agencies and university courses prepared to meet agencies' service or research needs. A corollary objective for this program will be to evaluate the impact of service learning and community-based research experiences on student civic engagement, and personal and social responsibility learning outcomes; as well as the value of the program's sponsored projects in meeting the needs of community partners.

The new committee on community and regional engagement will continue campus discussions on how best to coordinate and evaluate UW-W regional engagement. Part of this effort might include developing institutional interdisciplinary strategic priorities in community engagement which best match UW-W's resources with identified community needs. Another goal of this committee will be to plan for UW-W's application for the Carnegie Foundation "Community Engagement Classification" in 2015. UW-W has notable accomplishments in the area of regional engagement that merit the recognition of the Carnegie Foundation's "Community Engagement Classification."

### III. Task Force Activities.

In order to gather relevant information for its recommendations, the task force:

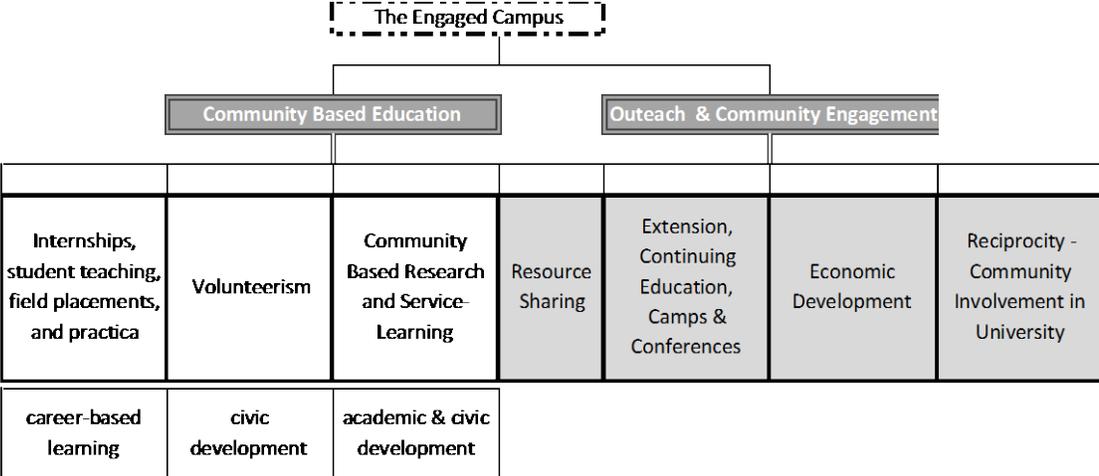
- A. Reviewed the state of the literature on best practices in community engagement (including reports from national organizations such as Campus Compact, the AACU project on Personal and Social Responsibility, and the Carnegie Foundation)
- B. Surveyed campus departments on their current and prospective activities in community engagement
- C. Surveyed a sample of regional service providers regarding their relationships with UW-W programs and faculty
- D. Reviewed model community outreach programs that focus on services to rural communities
- E. Interviewed directors of UW-Eau Claire's, UW-Madison's, and UW-Milwaukee's service learning centers, and reviewed websites of other UW System's service learning programs
- F. Met with the directors of UW-Parkside's Center for Community Partnerships
- G. Met with Tom Schnaubelt, Executive Director, Haas Center for Public Service, Stanford University (formerly of Wisconsin Campus Compact and the UW-Parkside Center for Community Partnerships)
- H. Interviewed Emily Janke, Special Assistant for Community Engagement, University of North Carolina, Greenboro

### IV. Recommendation to establish a new "Program for Community Based Learning"

- A. Mission. The mission of the Program for Community Based Learning will be to connect campus academic programs with the region and community through Service Learning (SL) and Community Based Research (CBR) projects. The program will foster the infusion of Service Learning courses across campus by offering professional development support for faculty and academic departments seeking to integrate Community Based Learning into their curriculum. It will also provide leadership for sustained community

partnerships by brokering relationships between regional agencies and university courses prepared to meet agencies’ service or research needs. A corollary objective for this program will be to evaluate the impact of Service Learning and Community Based Research experiences on student civic engagement, and personal and social responsibility learning outcomes; as well as the value of the program’s sponsored projects in meeting the needs of community partners.

B. Need for Campus Leadership. Opportunities for Service Learning or Community Based Research coursework lag at UW-W. Of the range of educational and outreach programs that characterize the “engaged campus,” only Community Based Research and Service Learning lack leadership and an institutional niche at UW-W. As a result, the campus lacks an advocate for the particular contribution this curriculum would provide for students’ academic and civic development.



Other successful areas of outreach and community engagement are supported with a formal infrastructure. Volunteer, internship and practica opportunities, for instance, are administered through Career & Leadership Development as well as by college and department internship/practica coordinators. Outreach and Regional Economic Development are also supported with professional staffing. Where the university is most successfully meeting its strategic goal of regional engagement “to be a valued educational, economic and cultural resource,” the engagement activity has clearly identifiable campus leadership.

UW-W’s past experience suggests that a sustained commitment to supporting Service Learning courses may be necessary in order to construct meaningful relationships between community partners and the academic curriculum. In 1998-2000, UW-W was awarded a sub-grant from Learn and Serve America to fund faculty training and the creation of new Service Learning projects in 15 courses (primarily faculty in COEPS). While the grant committee was pleased with the quality of the courses that emerged, it does not appear that many of these Service Learning projects continued after the grant period.

There is campus interest in pursuing Service Learning courses. A recent LEARN Center workshop on initiating Service Learning courses attracted 35 participants (the largest contingent were COBE instructors) and the Learning Communities program is hoping to promote service learning activities into its program next year. Surveys of A&C and Languages and Literature faculty by task force members also revealed interest in Service Learning courses but concerns about the time-consuming nature of this pedagogy, little knowledge about appropriate disciplinary models or potential community partners, and apprehension about the perceived value of service learning teaching in tenure and promotion decisions.

- C. Contribution to UW-W Learning Objectives and Strategic Plan. A new program in Community Based Research will serve to promote a Service Learning curriculum, support faculty and departments in finding appropriate community service projects, and align the learning outcomes with university and disciplinary goals. The National Service Learning Clearinghouse defines Service Learning as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.” Institutional support for increasing Service Learning and Community Based Research courses will therefore help fulfill critical university goals. Most notably, student participation in Service Learning experiences can contribute the LEAP “Social and Personal Responsibility” essential learning outcome. Components of this essential learning outcome include: “civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action”, and is anchored in “active involvement with diverse communities and real world challenges.” This high impact learning practice is linked to student growth in the area of “Social and Personal Responsibility” (discussed in further detail below). Indeed, the VALUE rubric that AACU has developed for “civic engagement” assumes that assessment is based upon the kind of research, reflection papers, or programming, which students would produce as part of a Service Learning or Community Based Research experience. The Lumina Foundation’s “Degree Qualifications Profile” for “civic learning” also assumes that “the objectives of Civic Learning rely considerably on students’ out-of-classroom experiences and their development of a capacity for analysis and reflection.” UW-W is a pilot campus for the HLC’s “Pathways” process for accreditation and will be examining the Lumina Foundation’s “Degree Qualification Profile” framework as part of its project. Progress in creating meaningful opportunities for deepening students’ Service Learning will advance UW-W’s goals for its 2016 accreditation project and self study.
- D. Contribution to College and University Mission. Establishing a new program in Service Learning and Community Based Research aligns well with UW-W college missions as seen in their stated commitment to
1. (A&C) Serving as a cultural, formational and educational resource for the region

2. (COBE) [the] Development of mutually beneficial partnerships and lifelong learning opportunities with internal and external stakeholders through the sharing of expertise and service to others
3. (COEPS) Actively engage in an open democratic society inclusive of diverse populations and to graduate students who are leaders dedicated to change in their community and lifelong learners.
4. (L&S) [the] Use the knowledge and expertise of faculty and students to improve society by participating in programs that meet the needs and engage the interests of the University campus and the broader community

Moreover, it addresses priorities that several colleges have identified in their strategic plans. For instance, the current L&S strategic plan call for ensuring that more L&S students “have opportunities for service learning and deepened knowledge based on learning in authentic situations.” SGSCE seeks to “Develop a process for promoting and chronicling the value of expanding applied and community-based research projects, including an identification and evaluation of community impact dimensions.”

- E. Impact on Student Learning. Service Learning is a well documented pedagogy for developing students’ personal and civic responsibility, critical thinking and pluralistic orientation.

“Students who have engaged in service-learning show higher levels of cultural understanding, less racism, a heightened commitment to service, more confidence to engage in civic activities, and an increased concern for the common good. Students also seem to like it. They report that service-learning enhances their interest in college, the course, and learning generally. Although we have less convincing evidence of service-learning’s impact on disciplinary learning, there is some evidence to suggest that in courses in many different disciplines, students are able to grasp course content and are more motivated to learn course material when they can connect it to their activities and experiences in the community”<sup>1</sup>

As a “high impact” practice, it is one that is linked to deep learning and student engagement. A new program in Service Learning will help provide more students with the opportunities to participate in Service Learning and Community Based Research courses. It will also raise the visibility of the

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<sup>1</sup> Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, Patrick Donohoe, ***Community-based Research and Higher Education. Principles and Practices*** (San Francisco: Jossey-Bass, 2003), p. 122.

institutional commitment to civic engagement as an essential learning outcome of liberal education. This is an important consideration. The LEAP essential learning outcomes are the skills and capacities that academics and employers agree best serve graduates for their careers and for lifelong learning. Yet, while educators and employers rate “personal and social responsibility” highly as an essential learning outcome, it is the one that students rate lowest, that they rate significantly lower as seniors than as freshman, and for which there is the greatest gap between students and educators and employers. The proposed program in Service Learning and Community Based Research can provide leadership to integrate service learning meaningful experiences into the curriculum which may partially address these issues.

AACU has recommended that all students have opportunities to participate in at least two high impact practices. Quality Service Learning experiences are among the five recommended high impact practices because research on this pedagogy shows the general effects to be:

1. Higher grades
2. Higher persistence rates
3. Academic gains (including application of course learning)
4. Higher levels of academic engagement
5. Increases in critical thinking and writing skills
6. Greater interaction with faculty
7. Greater levels of civic behavior, social responsibility, understanding of social justice and sense of efficacy
8. Gains in moral reasoning
9. Greater tolerance and reduced stereotyping
10. Greater commitment to service-oriented career

Though the research on Service Learning’s particular impact on underserved students is underdeveloped, studies have found:

1. Increased retention rates
2. Better academic performance (grades)
3. Positive changes in civic attitudes
4. Negative experiences/isolation due to orientation of service experience (this is the case if service learning projects do not recognize the ethnic identity issues these experiences may raise)

Dr. Silvia Hurado, director of the Higher Education Research Institute (UCLA), also notes the contribution of Service Learning to the impact of student growth in the college career. First, participation in Service Learning courses is strongly linked to student’s pluralistic orientation and can have an important impact on their critical thinking (particularly for students with weaker academic background). Second, the earlier that students begin to

engage civically and have positive experiences with diversity, the greater potential benefits for growth in personal and social responsibility. Students have increasingly smaller and less diverse peer groups throughout their college careers. Providing increased opportunities for students to interact with diverse peers and populations can help to remedy this trend.

- F. Program Goals for Years 1-3. In its first three years, the Program for Community Based Learning will develop programming and services that support faculty and departments interested in offering service based learning courses. An important part of this initiative will be to work with community and regional agencies to explain the academic and institutional goals of Service Learning courses and Community Based Research and to understand how these agencies' needs can potentially be addressed through UW-W collaborations. To guide the strategic planning for the program, the director will create an advisory board and seek to increase UW-W collaboration with Campus Compact. The principal activities of the program in the three years will be:
1. Faculty Professional Development. The program will partner with the LEARN center to offer workshops on best practices in developing a Service Learning curriculum. This may be accomplished through short workshops focused on particular aspects of Service Learning coursework or through grants that assist a cohort of interested faculty to develop, implement and assess new Service Learning or Community Based Research courses. By year three, the program might also consider funding one academic department to undertake a curricular project to integrate Service Learning or Community Based Research. One successful model for faculty professional development is IUPUI's Office for Service Learning, located at <http://csl.iupui.edu/osl/2b.asp>
  2. Service Learning Course Support & Program Design Resources. The program will develop core services and resources to support new Service Learning courses. These will include consultation on designing Service Learning courses, assistance in finding appropriate community partners, creation of assessment plans and support in logistical implementation (coordinating travel needs, risk management policies, etc.). The program will develop guides on best practices in Service Learning courses for UW-Instructors and partner agencies and establish a web presence to further disseminate its services
  3. Outreach to Community Partners. Program staff will consult with Career and Leadership Development and begin meeting with regional agencies to understand their service needs, explain the learning goals and Service Learning and Community Based Research courses, and discuss courses and UW-W faculty who might be appropriate partners. The program will also develop a searchable database of community partners and their proposed projects that faculty, students and student organizations can consult to explore opportunities in this area

4. Strategic Planning. The program will create an advisory board for consultation on its relationships with internal and external constituencies and the scope and quality of its programming. It will work to take advantage of UW-W's membership in Campus Compact and the opportunities it presents for capacity building
- G. Staffing. The proposed staffing for the program Service Learning is a faculty director (50% academic year course release) and an academic staff community coordinator (50%). This staffing plan follows that model that the campus employs for coordinating other high impact practices learning (Undergraduate Research, Learning Communities). It is in line with other UW System campuses of similar size (see Appendix A below) and reflects the staffing likely needed for the functions that most Service Learning centers fulfill. The 2010 Campus Compact Annual Membership survey of its 1100 members found that among the support services these centers offer are:
1. Faculty development workshops and fellowships (70%)
  2. Materials for reflection and assessment (67%)
  3. Curriculum models and syllabi (64%)
  4. Funding for Service Learning courses (61%)
  5. Defines and identify Service Learning courses (60%)
  6. Coordination of transportation (57%)
  7. Grants to support curricular redesign (44%)
  8. Service Learning presentation in faculty orientation (41%)

*Program Director.* The program director will provide leadership for creating new Service Learning and Community Based Research courses that are informed by best practices and that reinforce essential learning outcomes. The program director will create professional development opportunities for faculty and departments, coordinate assessment of student learning in civic engagement, and direct strategic planning for program development, grant funding and community outreach initiatives.

The task force was divided on the question if a 50% appointment was sufficient for a faculty member to launch a new program and effectively develop the range of programming and campus-community relationships needed to expand UW-W's SL and CBR courses. Some of the program directors we consulted at other campuses also recommended a full-time director. Others argued that a program director who was still teaching (and hopefully a course with a SL or CBR component) would have greater credibility in recruiting new faculty. In order to inaugurate this program, a 50% academic appointment year appointment with a summer stipend and the offer of administrative support from Graduate Studies and Continuing Education may be a reasonable compromise. More faculty or administrative support staffing can be added as the program grows (as has been the case for URP and Learning Communities).

*Academic Staff Outreach Coordinator.* The Outreach Coordinator will take leadership in developing new partnerships with regional agencies and in coordinating the program's activities with related campus offices such as Career and Leadership Development and other outreach centers. The Outreach coordinator will facilitate SL and CBR courses by maintaining a database of opportunities at regional agencies and by providing logistical support for courses. The Outreach coordinator will have primary responsibility for managing the program's office (program budget, student workers, grants and webpage). The Outreach Coordinator should possess office management skills, preferably in a university setting, and some experience in community organizing or outreach.

- H. Location. The recommended institutional home for the new program in Service Learning and Community Based Research is the School of Graduate Studies and Continuing Education. The program's mission to link academic programs with community needs aligns well with the priorities of Continuing Education with its commitment to "Providing programming, services, and resources to support faculty and instructional staff in their efforts to optimize student learning specifically, and refine skills as teacher/scholars generally" and its Strategic Goals for 2010-2012 which include "Develop a process for promoting and chronicling the value of expanding applied and Community-Based Research projects, including identification of and evaluation of community impact dimensions." This focus will support the program in Service Learning's efforts to design appropriate professional development. SGSCE also houses the LEARN center, which will be a valuable partner for the program's endeavors. Some members of the task force felt that the Provost's Office was the preferred location for this new program because of the academic visibility that association would provide. In accord with current campus reporting lines, the second option for locating this new program would be the Associate Vice Chancellor's office which administers other university-wide academic programs such as Honors and Undergraduate Research.
- I. Resources. Funding to initiate and sustain this program in Service Learning and Community Based Research will most likely need to be provided by the University. It is possible that a Strategic Initiatives or Inclusive Excellence grant could support start up expenses and a pilot program of faculty development. Establishing the program would also position the university well to apply for other community development grants based on the new partnerships it develops, and it would allow the University to apply for a VISTA volunteer position to support many of the proposed outreach activities. Nevertheless, the majority of the funds to support a program in civic engagement that deepens student learning will be the responsibility of the university.

- J. Leveraged Resources. A number of existing campus programs and affiliations could support development of the Service Learning and Community Based Research programs.

#### LEARN Center

1. Can assist in planning workshops or more extensive faculty development programs
2. Can support a cohort of faculty to develop new Service Learning or Community Based Research courses through their teacher scholar program.
3. Can provide consultation on program evaluation

#### URP

1. Can designate a number of the summer undergraduate research fellowship grants as Community Based Research projects; Continuing Education already funds several of these projects and is committed to a higher level of grant funding
2. Encourage students involved in Service Learning and Community Based Research course projects to present their work at UGR day

#### ORSP

1. Can help identify and develop appropriate grants
2. Can organize workshops for faculty and agencies on community development and non-profit grant writing

#### Leadership and Career Development

1. Can coordinate the program's activities with other community based education programs and Student Affairs initiatives
2. Can share their experience in creating a volunteer database

#### WI Campus Compact

1. Offers capacity building services and resources for developing the program's activities
2. Offers subcontracts for several of its grant programs such as the Midwest Campus Compact STEM Consortium (with a focus on food security in the region) and Great Lakes Innovative Stewardship Through Education Network (focuses on freshwater stewardship). Though a member of Wisconsin Campus Compact, UWW was not invited to participate in these two programs, which align so well with our institutional strengths, because of our lack of an "enabling body" to coordinate our community engagement initiatives.
3. Midwest Campus Compact Citizen-Scholar Fellowship Program (offers tuition grants to low-income and first generation undergraduates who undertake community service projects).

V. Committee on Community and Regional Engagement. The task force recommends creating a new committee on community and regional engagement to continue campus discussions on how best to coordinate and evaluate UW-W regional engagement. Part of this effort might include developing institutional interdisciplinary strategic priorities in community engagement which best match UWW's resources with identified community needs. Another goal of this committee will be to plan for UW-W's application for the Carnegie Foundation "Community Engagement Classification" in 2015. This recommendation is based on three considerations.

- A. Continued Need to Track and Evaluate Regional Engagement. The campus remains challenged by the HLC's 2006 observation that despite the range of UW-W's community outreach activities "a mechanism for determining the value added of this activity at the institutional level has not been developed." While it is unlikely that the campus will need to respond directly to this concern in its next accreditation report, the growing range of outreach centers and services that the campus now offers does raise the question of how to evaluate their individual contributions to UWW's regional engagement efforts. It is worth exploring ways in which these outreach centers can best coordinate their programs and resources, strategize on regional priorities, and collectively work to ensure that region business, agencies and institutions are aware of how they can partner with our campus.



- B. Need To Institutionalize Regional Engagement. The hallmark and expectation for "engaged campuses" is to integrate as much as possible their community based education and outreach and community engagement activities. Several successful models are based on internal campus partnerships that help marshal a range of campus resources to meet community needs and that have identified areas of community engagement that best align with the university's mission and programs. Few complex human problems can be addressed by one discipline. Institutional mechanisms to break down silos and share strategies may aid the university to more effectively address regional issues. This kind of infusing of engagement can have an important impact on student learning when community

engagement is practiced in multiple places, both in the curriculum and outside of it. It is for this reason that Campus Compact has made the theme of “embedding engagement more deeply across all institutions” one of its themes for the next 20 years. Campus Compact notes, for instance, that engaged scholarship is increasingly expected and major U.S. research funding sources such as the National Science Foundation and the National Institutes of Health “have added new review criteria that ask applicants to describe the potential public involvement in or public impact of the proposed research.” Campus Compact further argues “In our experience, institutions that develop a more intentional and coherent agenda that engages researchers in questions related to local, state, and regional issues experience an increase in both research funding and productivity.”<sup>2</sup> Equally importantly, the Carnegie Foundation has raised the bar for its “Community Engagement Classification” and will be required evidence of integrated engagement practices for qualifying institutions.

- C. Benefit of “Community Engagement Classification. A committee goal of preparing UW-W for a 2015 application as a Carnegie Foundation “Community Engagement Classification” may advance discussions and campus plans for better integrating and evaluating the University’s regional engagement. Our model here is the University of North Carolina, Greensboro which, in response to similar accreditation concerns, organized a campus-wide committee that developed UNCG’s submission to the Carnegie Foundation. Emily Janke, Special Assistant for Community Engagement, explained “I think that perhaps the most clear way to describe UNCG's most recent progress is to think about it from the framework of organizational identity. By applying for and getting the Carnegie classification, it is much easier to convince those outside of the "choir" that WE ARE an engaged university. Once the leadership takes on that mantle, it helps others to understand why resources are and should be put forward to this core part of the university's mission.”<sup>3</sup> The process of applying to the Carnegie Foundation has s deepened UNCG’s commitment to embracing community engagement. A large task force of faculty, staff and Greensboro community members is now developing a web portal of university-community partnerships, promoting a regular series of faculty development workshops, integrating community engagement into the tenure and promotion guidelines and exploring new collaborations with the local Chamber of Commerce. UW-W has notable accomplishments in the area of regional engagement that merit the recognition of the Carnegie Foundation’s “community engagement classification.” It would serve the university well to establish a committee to pursue this designation and how best to further institutionalize civic engagement on campus.

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<sup>2</sup> Barbara Holland, “Campus Compact’s 20/20 Visitation: Celebrating Our First Twenty Years and Planning for the Next Two Decades.”  
[http://www.compact.org/wp-content/uploads/2009/04/framing\\_essay.pdf](http://www.compact.org/wp-content/uploads/2009/04/framing_essay.pdf), p. 4

<sup>3</sup> E-mail communication, Sept. 9, 2011.

Resources for the Committee on Community and Regional Engagement. Leadership for this committee might be provided from the Provost's Administrative Fellows Program as this is the kind of strategic institutional planning that program was envisioned to support. ORSP should be involved in substantive ways because of its critical role in major outreach activities and its broad vision of the range of campus programs and their community partners. It might be appropriate for the program assistant of the proposed program in community based learning to provide clerical and logistical support for this committee. A strategic initiatives grant could also fund faculty participation and workshops that contribute to the mission of this committee

*Appendix A: UW System Models for Community Based Learning Centers*

<b>School</b>	<b>Staffing</b>	<b>Services Provided</b>
UW-Milwaukee Institute for Service Learning	Director. 100%  Assistant Director. 100%  Graduate Student. 50%	The Institute for Service Learning facilitates the development and assessment of service learning courses. <ul style="list-style-type: none"> <li>○ Serves as a mediator for partnerships- builds bridges between community and faculty</li> <li>○ The director assists faculty to design SL courses. Examples include Architecture 350, which requires 40 hours of SL/semester (considered a “best practice” course)</li> <li>○ Helps inform faculty/students/partners on issues related to liability/risk management</li> <li>○ Manage an online database that for campus and community to lists partnerships, assessments and provides communication between SL courses and community partners.</li> </ul>
UW-Eau Claire Center for Service Learning	Director. 50%  Assistant LTE. 50%	UW-EC requires all BA/BS students complete 30 hours of service learning; the center supports this mission. <ul style="list-style-type: none"> <li>○ The center director is active in the community and is able to serve as a liaison between the community and university.</li> <li>○ Services include an online database and forms for SL courses.</li> <li>○ The online database particularly helps with reporting campus-wide activities.</li> <li>○ Center provides a pre-test and post-test on civic attitudes.</li> </ul>
UW-Stevens Point Center for Academic Excellence and Student Engagement	Director. 100%  Assistant LTE. 25% (shared with another program)	The center director currently works with approximately 10 faculty across campus to help them with logistics related to their ongoing service learning projects. The director anticipates significant changes in the near future due to a change in the General Education requirements that will incorporate an Experiential Learning component. The new requirement is summarized below: <p>1. The Experiential Learning requirement may be completed through one of two different options: (a) structured, recurring credit-bearing course(s) or learning experience(s), or (b) a student-initiated learning experience that could be either credit-bearing or non-credit-bearing. Each option must meet the approved learning outcomes.</p>

		<p>a. The first option, as proposed by an academic department and approved by the General Education Committee, includes (but is not limited to) the following possibilities: service-learning courses, internships, externships, practicum experiences, field experiences, student teaching, or credit-bearing study-abroad experiences.</p>
<p>UW-Superior Center for Academic Service-Learning</p>	<p>Director. 100%</p> <p>Research Assistant. 100%</p> <p>Student Assistant. 50%</p>	<p>The Academic Service-Learning Center supports the community in the following ways:</p> <ul style="list-style-type: none"> <li>○ Incentives provided for faculty to integrate SL pedagogy into course curriculum</li> <li>○ Assisted faculty from 16 different disciplines to integrate SL pedagogy into 26 courses</li> <li>○ Placed 442 students into community-based learning experiences in 42 different local and national partner site</li> <li>○ Collaboratively organized first annual regional SL conference</li> </ul>
<p>UW-Parkside</p>	<p>Faculty Director. 50%</p> <p>17.5 Outreach Staff</p> <p>4 Student Assistants (50%)</p> <p>3 VISTA Volunteers (100%)</p>	<p>The Center for Community Partnerships provides support for Community Based Learning in the following ways:</p> <ul style="list-style-type: none"> <li>○ Recognition for Community-based learning awards</li> <li>○ Mentoring (training, professional development, program certification, recruitment)</li> <li>○ Diversity programs (workshops topics: creating an inclusive work environment, recruiting and retaining staff of color and minorities....)</li> <li>○ Annual Non-Profit breakfast (connection room for students/faculty and community partners)</li> <li>○ Support for CBL courses (referral to community partner, project management, motivation, clerical support, transportation, final presentations, evaluation)</li> <li>○ Capacity building assistance for non-profits</li> <li>○ Small business development</li> <li>○ There are currently 22 departments within UW-Parkside that are actively engaged in community-based learning.</li> </ul>